

**DEVELOPING THE CONTENT OF WEBTOON COMIC  
APPLICATION AS SUPPORTING MEDIA IN LEARNING  
ENGLISH GRAMMAR AT THE 2<sup>nd</sup> SEMESTER ENGLISH  
STUDENTS OF IAIN PALOPO**

*A Thesis*

*Submitted to Fulfill One of the Requirements to Get a Bachelor's Degree (S1) in  
the English language education study program, the Faculty of Tarbiyah and  
teacher training Institut Agama Islam Negeri Palopo*



By

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
2020**

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2020**

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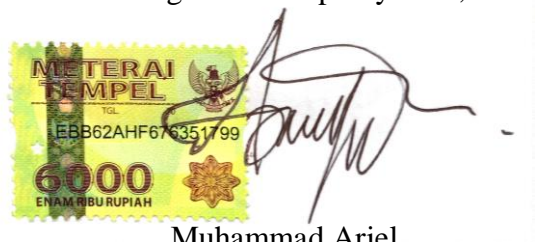
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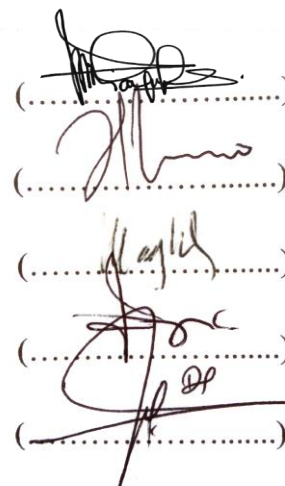
## THESIS APPROVAL

This Thesis Entitled “**Developing the Content of Webtoon Comic Application as Supporting Media in learning English Grammar at the 2<sup>nd</sup> Semester English students of IAIN Palopo**”, Which was Written by **Muhammad Ariel** Registraton Number **1502020136**, Student of Education Study Program of Tarbiyah and Teacher Training Faculty at Institut Agama Islam Negeri (IAIN) Palopo, It has been examined and defended in Munaqasyah Session which was carried out on **Tuesday, 17 November 2020** , It was authorized and acceptable as a partial fulfillment for Bachelor of Education (B,Ed) or Sarjana Pendidikan S.Pd Degree.

**Palopo, Friday, May 2021**

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## PRAKATA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ .

(اما بعد)

Puji syukur penulis panjatkan kepada Allah swt. yang telah menganugerahkan rahmat, hidayah serta kekuatan lahir dan batin, sehingga penulis dapat menyelesaikan penulisan skripsi ini dengan judul “Developing the Content of Webtoon Comic Application as Supporting media in Learning English Grammar at the 2<sup>nd</sup> semester English students of IAIN Palopo” setelah melalui proses yang panjang.

Salawat dan salam kepada Nabi Muhammad saw. kepada para keluarga, sahabat dan pengikut-pengikutnya. Skripsi ini disusun sebagai syarat yang harus diselesaikan, guna memperoleh gelar sarjana pendidikan dalam bidang pendidikan matematika pada Institut Agama Islam Negeri (IAIN) Palopo. Penulisan skripsi ini dapat terselesaikan berkat bantuan, bimbingan serta dorongan dari banyak pihak walaupun penulisan skripsi ini masih jauh dari kata sempurna. Oleh karena itu, penulis menyampaikan ucapan terima kasih yang tak terhingga dengan penuh ketulusan hati dan keikhlasan, kepada:

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6. Rosdiana, ST.M.Kom, Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd Nurhajar P., Devi ismayanti, S.S, M.Hum, Amiruddin Akbar Fisul  
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Palopo, 19

Oktober 2020.



Penulis

## ABSTRACT

Muhammad Ariel, 2020, *"Developing the content of Webtoon Comic Application as supporting media in Learning English Grammar at the 2<sup>nd</sup> Semester English Students of IAIN Palopo"*. Thesis of English education Study Program. Consultan (1) Dr. Syahraini,M.Hum and (2) Dewi Furwana,S.Pd.I., M.Pd

This research aims to create a supporting media product in English Grammar learning in semester 2 students majoring in English at IAIN Palopo. based on observations in June 2019, the writer found a problem in the scale of student use in smartphone use that is increasingly growing.. therefore the writer is interested in creating an online comic that can be accessed on the phone by using an application called Webtoon. The study design used in this study was Research and Development (R&D) utilized ADDIE Model. It consists of Analyze, Design, Develop, Implement, and Evaluate. The product is used as a supporting medium in English grammar learning which was once being studied by Semester 2 English Student IAIN Palopo. The product was tried out to the Students of Semester 2 of English Students at IAIN Palopo. The instruments were used in this study are Questionnaire for need analysis and observation sheet for 5 Experts and student's perception. In this study, 5 experts were involved in order to validate the product. The element of the validation are, Display, Content/Materials, Language, and the Application. The result based from the expert's validation as well as try-out product result, the product of this study was appropriate to be applied for the students of English Department semester 2, as a supporting media in Learning English Grammar.

Keywords: Design, Comic, Webtoon, Supporting Media in Learning Gramma



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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

The use of technology of smartphone is more active than reading a book. The students can find many books on the internet or many articles without paying too much even better for free and they can find more information. They used to be more active on social media than in real life. But without a doubt, that there are so many applications that can improve the ability in learning. Special for English education, the application that can help them to improve are dictionary offline and online, the bunch of vocabulary, the English games, the English quiz, the chat room for users in the world, and many more.

The development of smartphones is interactive and sophisticated, so they can access everything on that. Even for learning something, they can do that instantly by using applications and network connection. The education life is cannot be released from the technology of media and communication networks. In a good form, the technology of smartphones can be used as supporting media for finding some information, so they will not deny the good usability of smartphones.<sup>1</sup>

The smartphone is a cellphone that combines Personal Digital Assistant (PDA) functions such as calendar, personal schedule, address book, and can acces the internet, open emails, create documents, play games, and open other applications.<sup>2</sup>

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<sup>1</sup> Fatkhan Amirul Huda, "Pengertian Gadget (Smartphone) Accessed at 3 March 2020 From <http://fatkhan.web.id/pengertian-gadget-smartphone/>

<sup>2</sup> Fatkhan Amirul Huda, "Pengertian Gadget (Smartphone) Accessed at 3 March 2020 From <http://fatkhan.web.id/pengertian-gadget-smartphone/>

The definition of learning media has a very broad scope, which includes humans, materials, or studies that build a condition that makes students able to obtain knowledge, skills, or attitudes. Learning media includes all the resources needed to communicate in learning so that the shape can be in the form of hardware, such as computers, Television, projectors, and Software used in the hardware<sup>3</sup>. For Hardware, the Smartphone becomes an active Tool for communicating for the students.

The media of smartphones will show us the positive effect if the student uses it in a good way as well, as Oka's perception.<sup>4</sup> The media for network systems is used for administration or even better for learning and teaching. Using media as a complement of learning and teaching is more needed at this time. As the matter of fact that learning English especially for the grammar learning in this era is not that active to be used in the class. There is less technology that the tutor uses in learning activity. The major factor is actually grammar needs a highly complete explanation for understanding the pattern of it, so the only way to achieve it is using a book as a media. But now, The media and technology becoming super active to be used by any level in learning. To improve the skills in learning English, the students and the teachers need the Media and technology as a complement and it will help them to more understand the material. It is more clear if use the media as the visual in learning so the students can imagine the topic in a real form.

A far from that, lots of students are very close to the social network or with their smartphone. Communication need is the major factor that causes this situation.

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<sup>3</sup> Gerlach & Ely, "Pengertian media Pembelajaran menurut para ahli dan secara Umum" Accessed at 15 Mei 2019. from <http://zonareferensi.com/pengertian-media-pembelajaran/>

<sup>4</sup> Fatkhan Amirul Huda, "Pengertian Gadget (Smartphone) Accessed at 3 March 2020 From <http://fatkhan.web.id/pengertian-gadget-smartphone/>



Besides that, entertainment needs becoming super important for teenagers at this age. That is why the students released the study time for interacting on social networks and entertain themselves with their smartphone.

Many of the students are complacent about their activities in cyberspace and even run out of time with things that are not useful. so from that point the writer feels the need for positive things from the neglect, as the hadith of the prophet Muhammad ﷺ as follows

وَالْفَرَاغُ الصِّحَّةُ ، النَّاسُ مِنْ كَثِيرٍ فِيهِمَا مَغْبُورٌ نِعْمَتَانِ

"There are two pleasures that many people deceive, namely healthy pleasures and leisure time". Narrated by Al-Bukhaari (6412).

The application that the Writer use for this Study, is Webtoon. Webtoon is the most popular app in the play store in the comic reading category. Webtoon is officially launched for the first time in South Korea as a Webtoon portal followed by Naver in 2004. The readers can find much tittle Free as well and no need to pay any tittle on Webtoon.<sup>5</sup>

Webtoon is an open-source media for all writers in the world to still connect with the reader through their work. Fun fact about Webtoon is that it has a room comment for the readers and it will make them still know about the reader's opinion about their work.

Students of English Department IAIN Palopo at the 2<sup>nd</sup> Semester 2020 is the purpose of research target to develop the material of teaching in English using media of Webtoon Comic. the method in reading a Material trough comic in the application.

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<sup>5</sup>WIKIPEDIA Webtoon Komik Digital Accessed at 27 June 2018, From <https://id.wikipedia.org/wiki/webtoon>

## **B. Identification of the Problem**

Based on the background of the problem, the writer can identify some problems, they are :

1. The student's frequency in using their smartphone can make the students rarely to study English
2. Utilization technology of the internet as media in learning is not applied immediately in learning English.
3. There is no such a thing as a language education of the content comic in the Application of Webtoon and the students read the comic only for Filling the free time, or just as a hobby.

## **C. Objective of Study**

1. To make use of technology media that is commonly used by users of such media in order to become a supporting media in learning.
2. to drive the use of mobile phones that are increasingly active in this day and age into more positive activities.
3. help lecturers and students find new ways to teach existing materials, namely grammar.

## **D. Benefits of Study**

This study is expected to provide benefits for various parties involved directly or indirectly in the world of education. The benefits expected in this study is as a supporting media in learning English In Learning Grammar, Help the teacher to give another way to teach the learning material. Give the students new experience in learning English trough Comic in the Application of WEBTOON.

#### **D. Specifications product to be developed**

The comic was made using a digital platform named Ibis Paint. So the writer use the application as the main tool. The writer use a lot of kind of Pens, textures, Brushes, and colors on the application. The writer made one illustration for at least 2 ours, the longest illustration was made for 2 days for one illustration. The illustration, the character, and the background or every element in the comic are created by the writer himself.

Here is the more specification of the product :

1. The title of the comic is "E.Time".
2. The vendor of the comic or the writer is WEBTOON.
3. The comic needs Internet Connection for accessing.
4. The character and the storyline created and arranged by the writer
5. The comic can be accessed by Smartphone, Computer, Laptop, or Tablet.
6. The comic will be published in the strip form.

#### **E. Assumption and Limitation of The Study**

##### **1. Assumption**

- a. The comic arranged as supporting media In learning English. The students at English Department 2<sup>nd</sup> semester of IAIN Palopo can learn English individually
- b. The comic is able to use in the class and the teacher can use the comic as supporting media in learning.
- c. The Webtoon Application has the language learning content in the application, so the reader can read it and learn from the series that the writer will publish.

## 2. Limitations

- a. The comic published on the internet, the reader can only access the comic when the connection of the internet is connected.
- b. The topic of the content is limited because of the limitations of media and the capability of the writer.
- c. The material of the comic is not as complete as the book, so that is why the comic is just a supporting media in learning.
- d. The material of the comic is not able to change.
- e. The comic is can not to be edited if the source data is missing, and this is an unexpected situation if someday the data miss.

*Solution for Point c :* The leturers could complete the explanation after reading the comic

*Solution for point e :* The lecturers could tell the mistakes on the comic wheter it is about the mistkaes of writing rule or the grammar.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. General Review of Related Research Findings

In Conducting this research, The writer have found the several studies that aimed to design comic as supporting media in learning. It will be explained as follows :

The first is Mahya Zuhrowati., the writer develop the comic as a media in learning for IPA in global warming material. This study helps the students to understand more about global warming through the illustration of the comic. Research has been carried out to develop comics on Warming material Global. Development objectives to produce interesting, easy, useful and effective use. Development procedures include analysis of needs, objectives, subject matter, synopsis, early manuscripts, prototype production, evaluations, revisions, final manuscripts, trials, and final products adapted from instructional media development process by Sadiman, et al. The results of the study shows that the developed media is interesting, it is easy to useful and proven to be effective in being used as a medium of 86.11% of students have completed KKM.<sup>6</sup>

The second is Feronika Cici Novisilta. In the other study, Feronika cici Novisilta has developed the usage of Comic as media in learning. It was focusing to increase the Student's interest in learning Physics, and the Material is the concept of the substance. The writer presents the comic to help the students to understand the

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<sup>6</sup> PENGEMBANGAN KOMIK SEBAGAI MEDIA PEMBELAJARAN IPA PADA MATERI PEMANASAN GLOBAL *accessed from*  
*<http://digilib.unila.ac.id/31342/3/SKRIPSI%20TANPA%20BAB%20PEMBAHASAN.pdf>* (accessed at 21 February 2020)

material deeply, and it is impacted by the student's interest in learning the material. And the writer hopes that the product will make the students realize that physics is a fun subject to learn.<sup>7</sup> The purpose of this development research is to find out how to increase students' interest in reading and how to improving student learning outcomes in physics material The result of this study are: The study proved that comic will upgrade student's interest in the material of substance concept and The study increase the study result at the material of substance concept.

The Third is Hardianti. In her study, Hardianti was focusing on making master student's vocabularies, especially in verb and Noun. She was focusing on Doraemon. The title of her study is "Teaching English to the Students Through the Doraemon Comic to Master Vocabulary at the First Grade of SMPN 1 Tinggimoncong". The objectives of the research from her study are To find out whether is teaching English to the students through the Doraemon comic.<sup>8</sup>

*From the review os the studies*, the writer bring a new kind of comic for the study which is using the famous application as a provider in reading comic. The writer is also using the strip form of the comic which is different from the previews study and the product will be published on online site application, not In a book form. So those are the different things from the writer's product.

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Feronika Cici Novisilta , "penggunaan media komik untuk meningkatkan minat dan hasil belajar fisika siswa kelas vii smp katolik 2 w.r soepratman barong tongkok di kutai barat pada materi konsep zat", *Accessed From [https://repository.usd.ac.id/6856/2/091424040\\_full.pdf](https://repository.usd.ac.id/6856/2/091424040_full.pdf)* ( Accessed at 21 February 2020)

<sup>8</sup> Hardianti, "Teaching English to the Students Through the Doraemon Comic to Master Vocabulary at the first grade of SMPN 1 Tinggimoncong" *accessed from <http://repository.uin-alauddin.ac.id/7796/1/HARDIANTI.pdf>* (accessed at 21 February 2020)

## **B. Literature review**

### **1. Media in learning**

Media in learning is a thing that the students and teachers need for making an understanding more clear and help them to know more about the specific information from the material. Media education in general is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns, and abilities or skills of learners to facilitate the process of learning. Physical means of learning media to deliver content/learning materials such as books, movies, videos, and so on. Learning is a means of communication media in print and point of view heard, including technology hardware.<sup>9</sup>

### **2. Comic as Media in learning**

In our general perception, the comic is usually use as an entertainment media for reading a fiction story. No matter what type of a person it is, the comic has its interested person because of the genre of the comic is so varies. In this age, the comic of reading is coming out with a bunch of models, so it affects the world of education. With the right direction, illustration, and the creative way of learning, the comic will be an interesting media for learning. Based on Waluyanto's perception, the comic is a tool for delivering the message or the content of the study.<sup>10</sup> That is true because the illustration can make the situation more clear and easy to understand, so the message will be easier to reach.

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<sup>10</sup> Education Centre accessed from *educationofsaint.blogspot.com/2013/06/definition-of-learning-media.html?m=1*

### 3. Kinds of Comic

Comics are sets of images that serve to convey information or elicit aesthetic responses for the seer (Scoot McCloud 2002:9)<sup>11</sup>. Based on that perception, the writer can conclude that comic is a bunch of pictures that brings the illustration of the situation from the story on it.

#### Kinds of comic

##### a. Viewed from the media

1. Online comic
2. Book comic
3. Strip comic

##### b. Viewed from the genre

1. Horror and mystery
2. Children comic
3. Drama and romantic
4. Humor
5. Scientific
6. Adventure
7. Biography

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<sup>11</sup> Pelajaran.co.id Accessed from <https://www.pelajaran.co.id/2020/05/pengertian-komik.html> "Si Manis," Pengertian Komik : Ciri, Jenis dan Contoh Komik". Accessed at 23 August 2020.

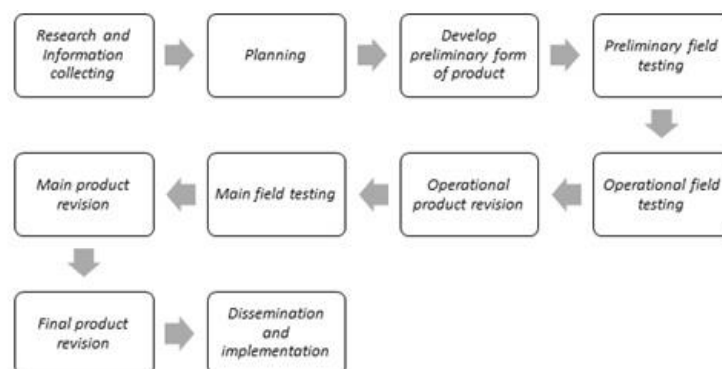


#### 4. Types of Development Models

In the literature, there are models of development models that the students use for finding the result of the study. Among of them are Borg & Gall, Gerlach & Ely, and ADDIE models.

##### a. Borg & Gall

It has 10 steps, they are (1) Research and information collecting,(2) Planning,(3) Develop Preliminary form of product,(4) preliminary field testing,(5) Main product Revision,(6) Main field testing,(7) operational product revision, (8) Operational product testing, (9) final product revision, (10)dissemination and implementation.<sup>12</sup>



Picture 2.1. Borg & Gall Model

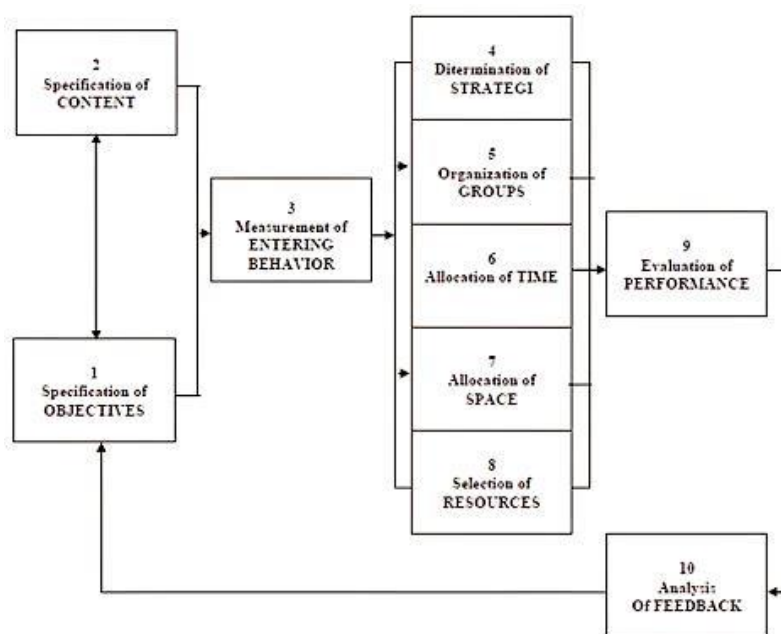
##### b. Gerlach and Ely

Gerlach and Ely's learning model is a systematic method of teaching planning. This model becomes a guideline or a map of the learning journey because in this model is shown the whole process of good teaching learning, even if it does not describe in detail each component. In this model it is also shown the relationship between the elements of one another and presents a

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<sup>12</sup> Taufiq.net Model penelitian dan Pengembangan Borg & Gall (1983) accessed from <https://www.taufiq.net/2019/09/model-penelitian-pengembangan-borg-and.html>. Accessed at 23 August 2020

sequence pattern that can be developed in a plan to teach<sup>13</sup>. It has 10 system than can be seen below :



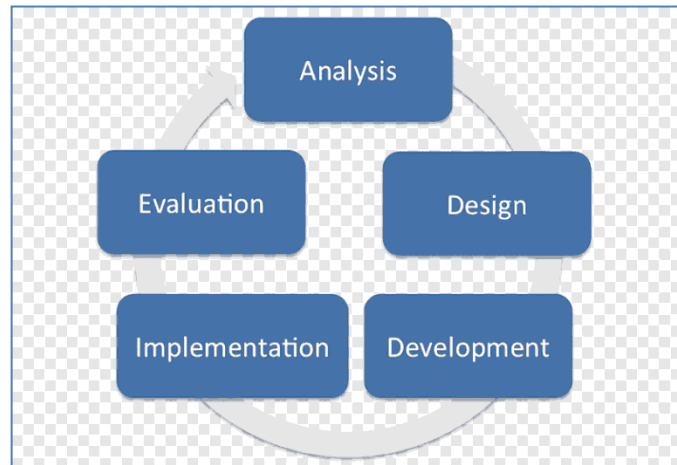
Picture 2.2. : Gerlach and Ely Model

### c. ADDIE Model

Model Analysis-Design-Development-Implementation-Evaluation (ADDIE). It appeared in the 1990s developed by Reiser and Mollenda. One of addie's functions is to be a guideline in building devices and infrastructure training programs that are effective, dynamic and support the performance of the training itself. The ADDIE model is a simple framework that is useful for designing learning where the process can be applied in a variety of setting due to its common structure.<sup>14</sup> The system of it can be seen by the Picture below :

<sup>13</sup> Pendulangan Model pembelajaran Gerlach and Ely accessed from <https://pendulangan.wordpress.com/2012/03/27/perencanaan-sistem-pai/> accessed at 23 August 2020.

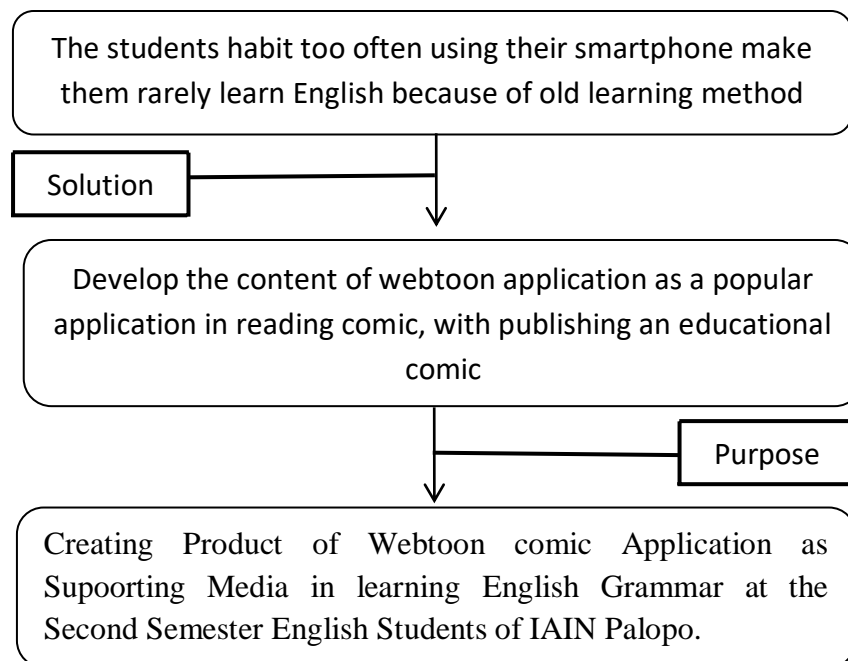
<sup>14</sup> Grafis Paten model pengembangan Media Pembelajaran ADDIE Accessed from <https://grafispaten.wordpress.com/2016/01/02/model-pengembangan-media-pembelajaran-addie/> accessed at 23 August 2020.



Picture 2.3. ADDIE Model

The writers's reason to chose this model is because the writer understanding it better than the others and it is a liitle bit easy to understand for the writer.

### C. Framework of Thinking



Picture 2.4. framework of thinking

The frequency of using a smartphone an unfavorable impact on the students. Accordingly, it is necessary to increase the use of several applications that they use. like the example of a comic application that they use for reading comics. But

unfortunately, the comic application only contains millennial and fictional content. The absence of learning content encourages learning products in the applications namely Webtoon. An effort that will be developed for this situation is to make an interesting new learning platform for students so they can learn English in a fun way. Media and technology in education have many approaches, but there are two major approaches to using media and technology in education. First students learn 'from' media and technology, and second, they can learn 'with' media and technology. Learning from media and technology is often referred to as an integrated learning system. Learning with technology is referred to as constructivist learning environments.<sup>15</sup>

From that case, the writer creating two products, they are Online comic on Webtoon, and Guide User for the application or website.

#### **D. Question of the Study**

based on the problems mentioned, the question of the study can be formulated as follows :

1. What is the Appropriateness of the content Webtoon comic as supporting media in learning Grammar for improving English Skill English at the 2<sup>nd</sup> Semester year 2020 of English students at IAIN Palopo?
2. What are Students perception about the product ?.

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<sup>15</sup> Role of Media and Technology in Education Mr. Vijay Kumar Accessed from [http://www.academia.edu/6593481/Role\\_of\\_Media\\_and\\_Technology\\_in\\_Education](http://www.academia.edu/6593481/Role_of_Media_and_Technology_in_Education)

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Development Model**

The Writer designed the method that was used to complete the research, which is research and development (R and D). The writer followed the instruction of the study using the ADDIE model. This model stands for the five stages of the development process, namely Analysis, Design, Development, Implement, and Evaluate. These phases are sequential, each depends upon the successful completion of the preceding phase. The design phase is the main point of action in this model.

#### **B. Location and Time of the Study**

The study was conducted at the Institute State Islamic Institute Palopo Especially in English Department in the 2<sup>nd</sup> Semester. It was conducted on June 2019 – August 2020.

#### **C. Subject and Object of the Study**

The population in this study was the students of English department of IAIN Palopo. There are 4 Classes with amount of students are . the sample of this study was 30 students that had been by using random sampling technique.

## **D. Procedure of Development**

Based on the ADDIE Model, writer use the procedure below :

### **1. Analyses**

The gadget of the technology, becoming super active for teenagers or students. The fact that technology is a tool that helps the human to reach their needs. In technology, we already know about smartphone, tablet, or anything we call it, is more like an important human's thing that they never want to forget to bring it wherever they go. They can access many features in a small object that fits their hand easily. It sounds impossible, but it happens in our universe. The most important usability that the human use for their smartphone is communicating and get some information. As we can see in our environment the people almost seen looking down at their cellphone. And it happens for our young generation, especially for our students. The most worrying thing for this situation is they can access whatever they want with no filter anymore. And we can blame themselves from this situation because it is more like their privacy. The benefit of this situation is to make our business is easier to reach by saving our time and our power. From all of the possibilities that may happen, the writer will develop the usability from one of the application that the teenagers access frequently, That is Webtoon. Webtoon is a comic application online based. From the reality of the information about this application, there is no educational language in their product of the title of the comic inside of this application. The writer will develop this situation and publish the educational English language comic.

## 2. Design

In this step, the writer designed the product by using several objects and media for designing the product. The writer design the product with use some objects, they are :

1. A smartphone is a drawing tool
2. Youtube and Grammar Application for the content of the Comic
3. Notebook for creating the model and concept.

This is a series of product manufacturing and design processes that the writer do in this study :

1. Determine the material of the content in the comic for each episode.
2. Determine the main character or supporting character of the comic like the Name, characteristic, and visual.
3. Determine the storyline for each episode using a slice of life genre of the comic

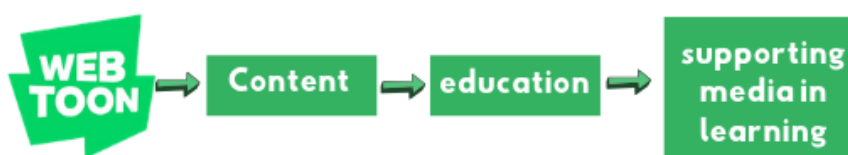
## 3. Develop

The writer developed the content of the Application to use the application as supporting media in learning Grammar. The application has many genres of the comic, but they are lacking of having an educational language inside the comic. The writer will develop the application as a supporting media in learning the English language of Grammar. Here is the detail of the development.

The application just has nine genres of the comic, they are (1) Romantic, (2) Drama, (3) Action, (4) Comedy, (5) Slice of Life, (6) fantasy, (7) Thriller, (8) Horror, (9) Webnovel. The writer Chose an educational comic in Slice of Life

Genre. Because "slice of life" genre is closer to humans life because an educational story frequently happens in human life. This genre contains humans activity including education. But there is no English education in this genre.

The content of the slice of life is just like humor, the daily life of the people, or random event that happen every day for this genre. But it possible to put an educational comic because education is a part of life. With the light story include in this genre, the educational story has a bit potential to take part in the existing comic series. Here is a simple illustration to describe development.



Picture: 2.5 Illustration of the development from the application

#### 4. Implementation

The comic can be used as supporting media in learning. The teacher is given the breadth to explore the learning method for students. This comic is need an internet connection for the first access. But when they want to read it offline, it is available to download the Comic. The writer will post or publish the comic will be published in 6 episode include the introduction of the comic.

#### 5. Evaluate

This is the last step for this product. The writer posted or published the product after comparing the result of revision from expert judgment and the reality in Study.



## **E. Technique and Data Collection Instrument**

### **1. Data collection instrument**

The instrument of collecting data in this study is Questionnaire, the questionnaire items consists of some target needs ( necessity, wants, lacks) and target needs that was spreaded trough google Form.

### **2. Data collection instrument for the Expert judgment**

The product judged by the experts in some sectors, they are View, Model, Design, Content, material, Language, and Application. The questions Shared online.

### **3. Data collection instrument for product try-out**

The data collection instrument for the product try-out was the observation for finding the students perception about the product. The observation sheet was shared by Google Form.

## **F. Data Analysis Techniques**

### **1. Data Analysis on Need Analysis**

The writer using Questionnaire as a conducting data from the need analysis questionnaire, which is distributed to the Students in need assessment phase, is describe based on the answer that the students chose to show their needs. The result of this questionnaire will be calculated using the following formula.

$$X = \frac{\sum x}{N} \times 100\%$$

$X = \text{Nilai}$   
 $\sum x = \text{The same answer of students}$   
 $N = \text{Total number of students}$

Students' choices (Necessity, lack, want, input, procedure, setting, teachers' role, and students' role ) are becoming a Study's background in designing the Product.

## 2. Expert's Validation

The result of data was converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:

$$Mn(X) = \frac{\sum fx}{n}$$

M = Mean

$\sum fx$  = Total score

n = Total items

Data Conversion Table was adapted from (Suharto 2006) in Alex Sander (2018)

Scales	Interval of Mean	Descriptive Categories
1	$1.0 < X \leq 1.7$	Very Poor
2	$1.8 < X \leq 2.5$	Poor
3	$2.6 < X \leq 3.3$	Fair
4	$3.4 < X \leq 4.1$	Good
5	$4.2 < X \leq 5.0$	Very Good

Table 2.1 Data Conversion Table

### 3. Data analysis on Try-Out

The result of data was converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:

$$Mn (X) = \frac{\sum fx}{n}$$

M = Mean

$\sum fx$  = Total score

n = Total items

Vulnerable value used is the same as vulnerable value at expert judgments validation.

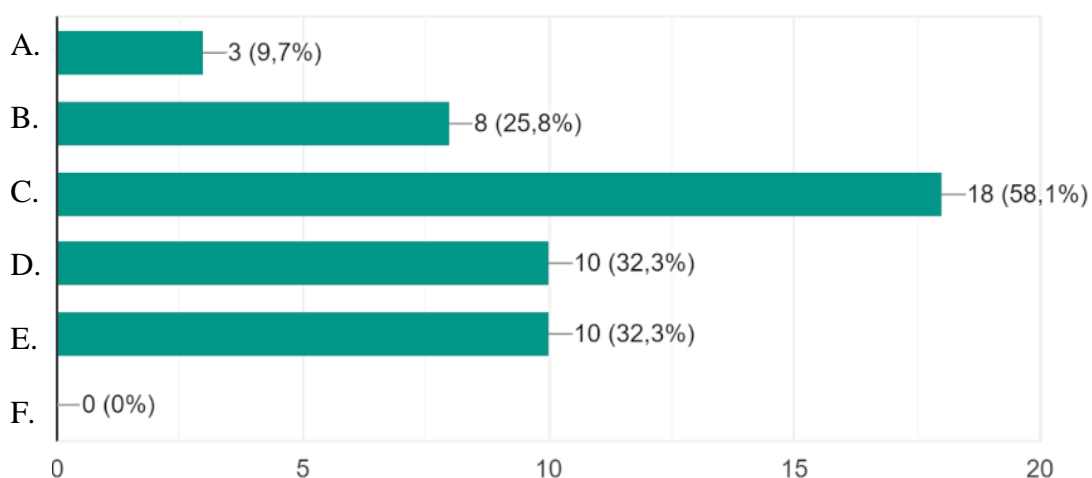
## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Study Findings

##### 1. The Result of Need Analysis Questionnaire

There were 16 questions in the questionnaire. It was spread out for finding student's need, lacks and wants. The results of the questionnaire help the writer to make the product. Here are the results of it.



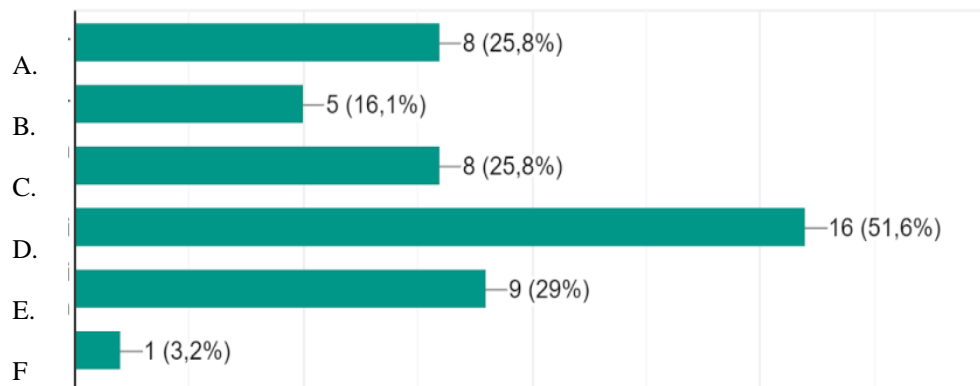
Picture 2.6. what kind of learning model do you like in class?

#### Information

What kind of learning Method do the Students like in the Class?

- a. Teaching Method
- b. Practicum method
- c. Methods of media use and learning facilities
- d. chose Discussion method
- e. mixed method

The highest score is on option C, which is Methods of media use and learning facilities with the 58,1% Score.



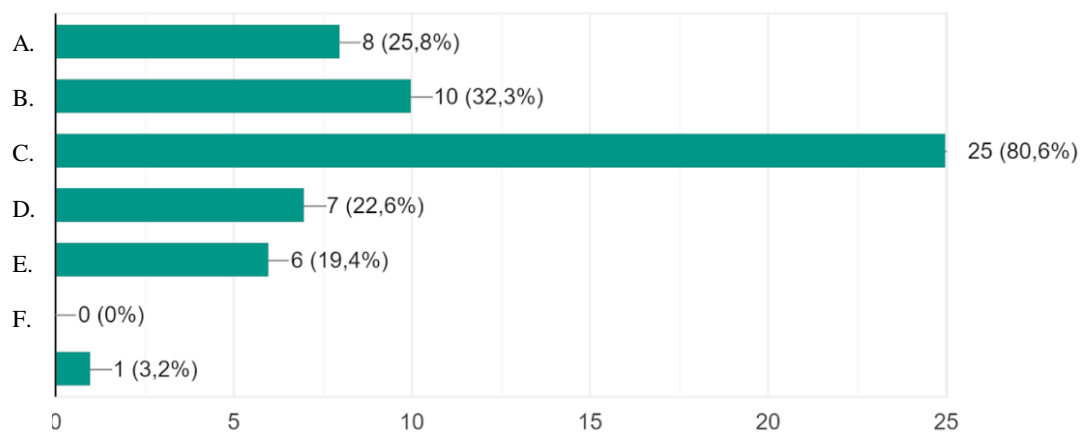
Picture 2.7. What difficulties are you experiencing in learning?

#### Information

What difficulties Students experiencing in learning are.

- a. Not yet independent in learning
- b. Lazy in learning
- c. not as hard as desire in learning
- d. Feeling less confident in learning
- e. Slow in understanding learning
- f. chose Less suited to learning methods

The highest score is on option D, with the total Score is 51,6%



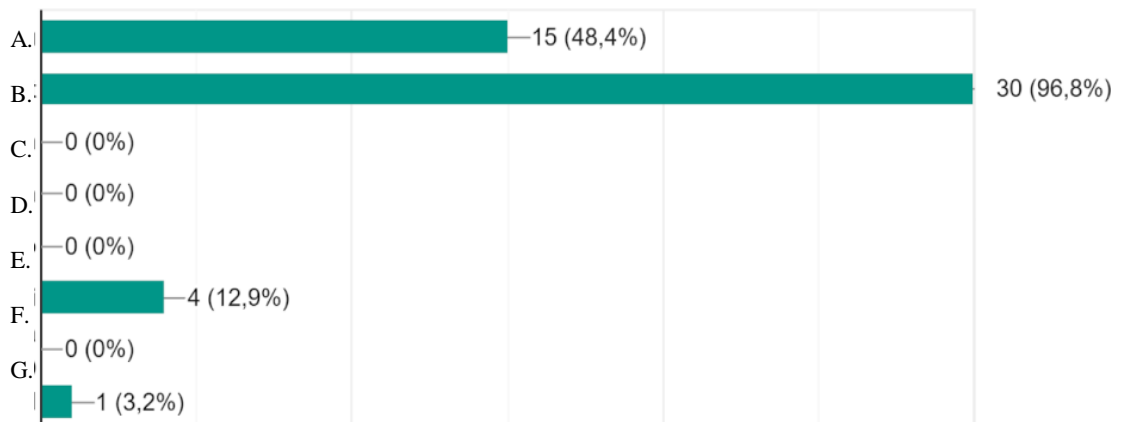
Picture 2.8. What kind of media do you like in learning

#### Information

what kind of media do students like in learning

- a. Text
- b. Audio
- c. Visual or Image
- d. Atrificial Objects/Miniatures
- e. Human
- f. Video

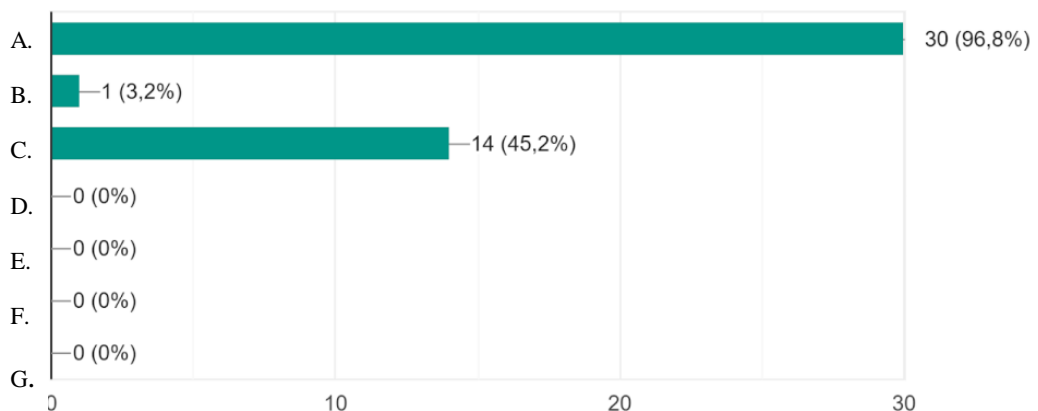
The highest score is on option C, whit the total Score is 80,6%.



Picture 2.9 what media do you often use for finding the information

Information  
 what Media do you often use to find the information  
 a. Book  
 b. Smartphone/Internet  
 c. Newspaper  
 d. Magazine  
 e. Radio  
 f. Television  
 g. Journal

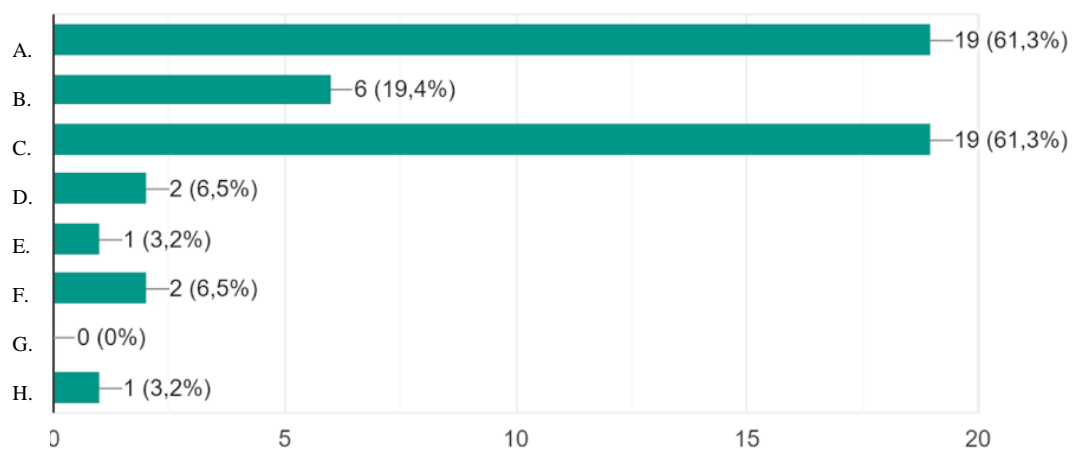
The highest score is on option b, with the total score is 96,8%



Picture 2.10 what type of gadgets do you have

Information  
 What type of gadget do the students have  
 a. Smartphone  
 b. Old generation Phone  
 c. Laptop, Notebook or computer  
 d. Tablet  
 e. Ipad

The highest score is on option A, with the total score is 96,8%

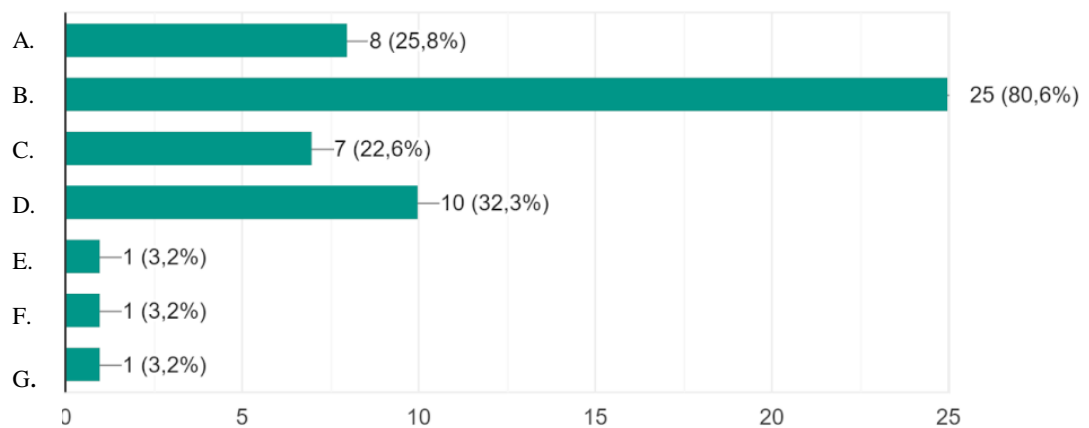


Picture 2.11. the Types of Smartphone User

#### Information

- a. Internet User
- b. Game User ( Gamer )
- c. Main User (utilizing all of the features in smartphone)
- d. Calling user
- e. Public User
- f. Celebrity of Social Network (Selebgram)

The highest score is on A and C options, with the total score both of them are 61,3%.



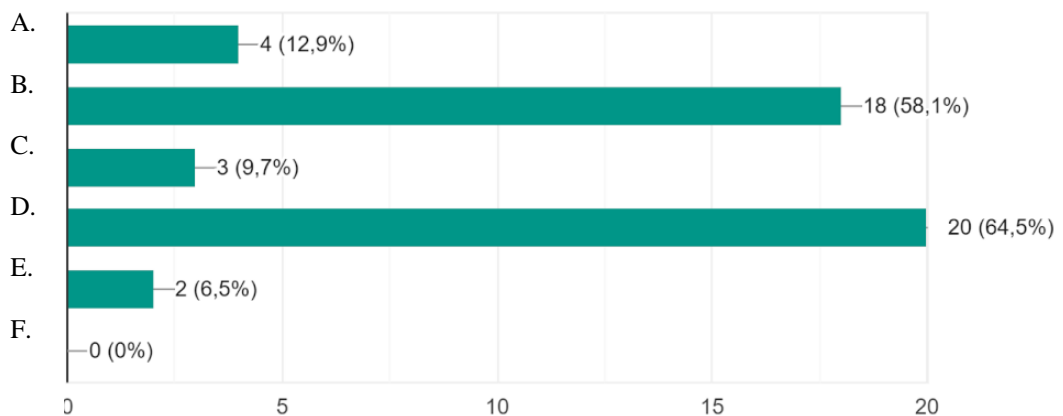
Picture 2.12. Difficulties understanding the Readings

#### Information

What difficulties do Students encounter when they learn to understand English readings.

- a. Vocabulary
- b. Grammar Rules
- c. differentiator sentences
- d. sentence meaning factors
- e. another option , that is difficulty to understand the audio in reading
- f. difficulty to understand the language transition

The highest score is on Option B, with the total Score is 80,6%.



Picture 2.13. the Indicators that can help Students Understanding the Reading

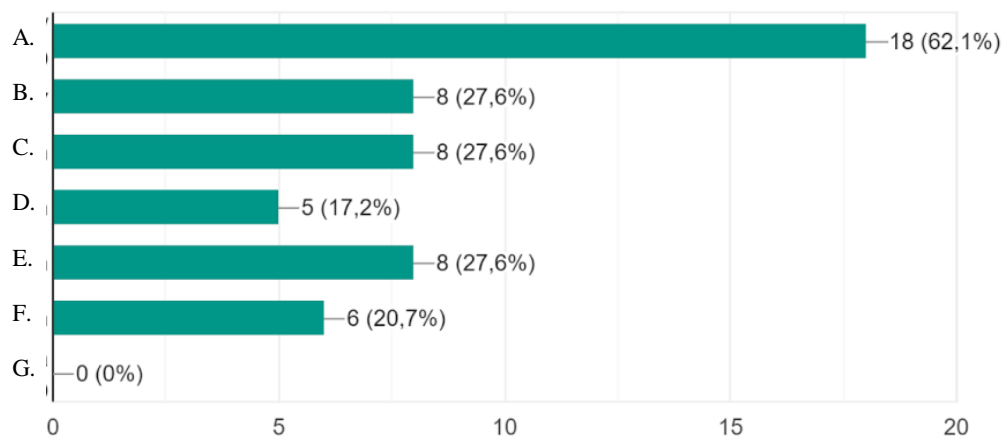
#### Information

What indicator that can help you to understand the reading

- a. The Sentence's Length
- b. Word choice,
- c. Type of size and font
- d. Illustration
- e. Paper type and color

The highest score is on option D, with the total score is 64,5%





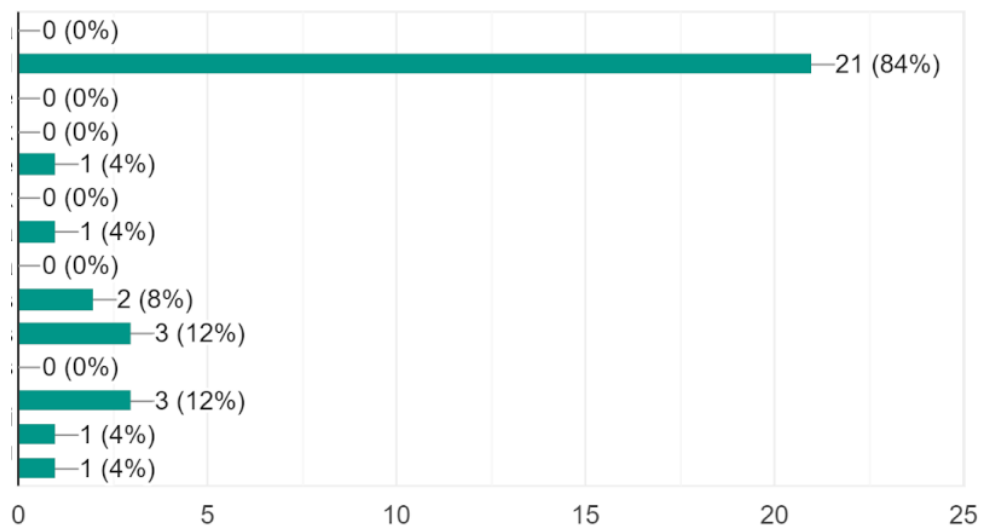
Picture 2.14 What kind of book students like

#### Information

What kind of book Students like.

- a. Comic book
- b. Biography
- c. Journal
- d. Scientific Works
- e. Text /Text Book
- f. Magazine/Newspaper
- g. Another Option

The Highest score is on Option A with the total score is 62,1%.



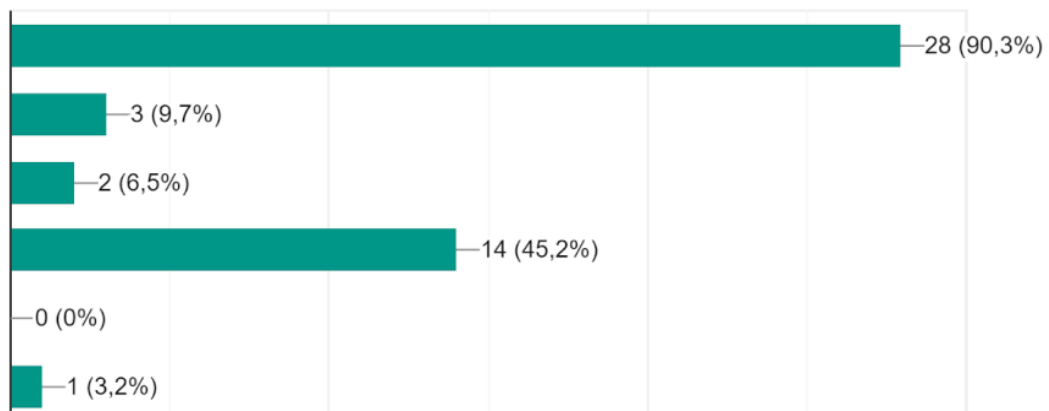
Picture 2.15 The Kind of apps that the students use for reading comic

#### Information

What comic app do students like now

- |                      |                  |
|----------------------|------------------|
| a. Bulu Manga        | b. Webtoon       |
| c. Manga Reader      | d. ZingBox       |
| e. Manga Zone        | f. Manga Box     |
| g. Crunchyroll Manga | h. Ray Manga     |
| i. WebComics         | j. Ciayo Comic   |
| k. Tapas             | l. other Options |

The highest score is on option B, with the total score is 84%



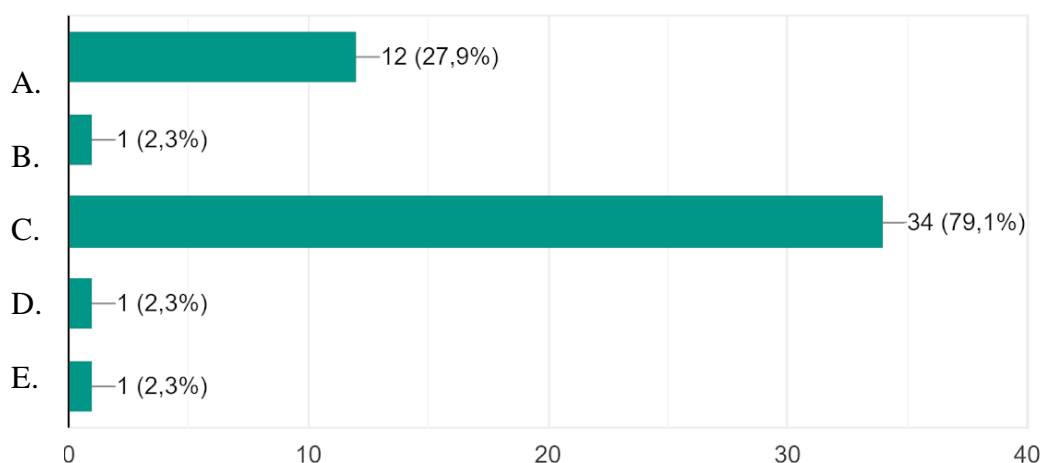
Picture 2.16. what kind of illustration do Students like

#### Information

In terms of illustration, what kind of do Students like?

- a. Colored
- b. Black and White
- c. More text
- d. More illustration
- e. Another option

The highest score is on option A, with the total score is 90.3%.



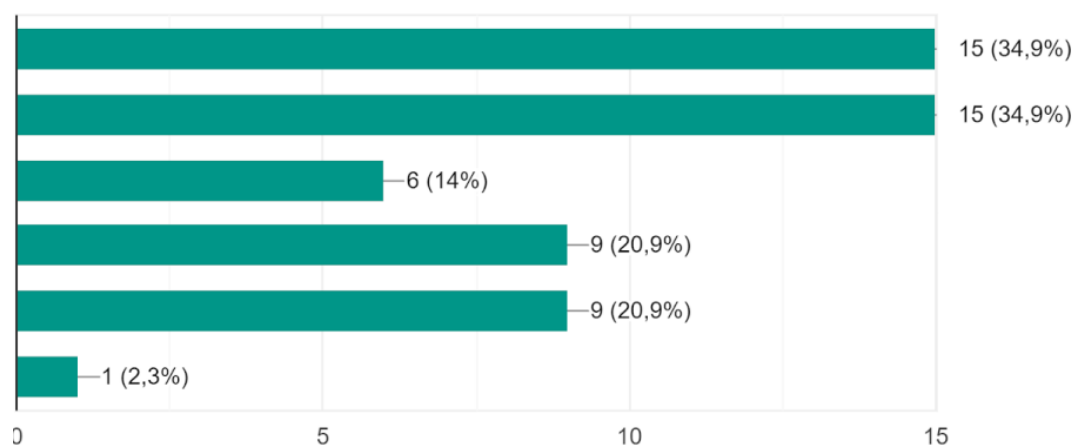
Picture 2.17. what is your view on Grammar

#### Information

What your view on Grammar is

- Grammar loads difficult-to-understand rules
- Grammar becomes my barrier to learning English
- Grammar is a material that is pleasing enough to me, depending on how educators deliver it are.
- Other option
- Grammar made me understand a lot of English and learn each of the formulas in English

The highest score is on option C, with the total score is 79,1%.



Picture 2.14. difficulties that students face in learning Grammar

#### Information

What difficulties do students feel while learning Grammar?

- Formula Rules applied
- Too many rules so it is difficult to understand and memorized
- Intricate and elusive description
- Number of language versions and rules of various accents
- Lack of personal motivation in studying Grammar

The highest score is on option A and B, with the total score is 34,9%.

## 2. The Result of Expert's Validation

### a. Display

Amiruddin Akbar Fisu, the combination of colors, the convenience of comics when read, comic characters, and visuals are judged to be good, just a matter of taste for the combination.

### b. Content or Material

Nurhajar P., Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd, The content of this comic is in accordance with the intermediate grammar curriculum that English students were studying Semester 2. This comic has been created in interesting form. This comic can also be learned or used to learn English in general. This comic is worth using, with notes there needs to be improvements to its language settings.

### c. Language

Devi Ismayanti, S.S., M.Hum, the structure of the writing in this comic is generally in accordance with the correct standards of English writing rules, examples of sentences, and closings in each chapter (SVO Pattern). there is a slight flaw in the translation theory in some parts. The use of language in this comic is semi-formal American English, which is precisely the target of the Student. This comic has also followed the development of American English for media standards. I personally really like this comic, although it uses full English, but still inserts the nuances of Islam in this comic..

d. Score for each elements

No	Dimension	Indicator	Items	Average Score	Description	Follow Up
1	Display	Color	1. The color used is according to the object that it should be	4.5	Very Good	Can be used without revision
			2. The comic color mix is suitable and comfortable to look at	4.25	Very Good	Can be used without revision
		Character	3. The characters used are appropriate	3.75	Good	Can be used with a little bit revision
			4. Characters used in comics do not represent existing characters	3.5	Good	Can be used with a little bit revision
		Arrangement	5. The composition of the comic is in accordance with the material flow	4	Good	Can be used with a little bit revision
			6. Compilation of comics looks neat	4.25	Very Good	Can be used without revision

			and comfortable			
			7. Element in the comic order according to the flow of matter.	4	Good	Can be used with a little bit revision
			8. The Comic is arranged with a well-readable and clear writing	4.5	Very Good	Can be used without revision
			9. Selection of letters and font sizes can be read well and clearly	4.5	Very Good	Can be used without revision
2	Design/Model	Illustration	10. Comic illustrations are masterpieces of writer's originality	4.5	Very good	Can be used without revision
			11. Comics are made able to give new variation in learning using smart phone media	4.25	Very good	Can be used without revision
			12. New variations of comics created can help students learn with new and fun things	4.25	Very good	Can be used without revision

		Access	13. Comic that is made can be accessed properly without any significant system constraints	4	Good	Can be used with a little bit revision
3	Theory	Source	14. Material content or comic material comes from a source that is relevant and reliable	4.3	Very good	Can be used without revision
		Purpose	15. Comic that is made are suitable for use	4.3	Very good	Can be used without revision
			16. The Comic created according to students' needs	4.3	Very Good	Can be used without revision
			17. The Comics is made accordingly with Reading material focused	4.3	Very Good	Can be used without revision
			18. The Comic does not contain negative content in the form of Sara	4.6	Very Good	Can be used without revision

			and do not offend races, religions and tribes.			
			19. The Comic do not load Pornography content.	4.6	Very Good	Can be used without revision
3.	Language	Communication	20. The Comic made in accordance with the correct English rules (load Pattern language rule)	3.6	Good	Can be used with a little bit revision
			21. The Comic made in accordance with the current English developments	4	Good	Can be used with a little bit revision
			22. Language spoken is a language that is clearly read and understood	4	Good	Can be used with a little bit revision
			Total Score	4.2	Very Good	Can be used without revision

Table 2.1 Score each elements of expert judgments

The result of expert's validation instrument in average is very good which means that the Comic could be used without revision.



## 2. Application Judgment

No.	Materials	Average Score	Description	Follow-up
1.	Comic making looks neat and comfortable either from the point of view of smartphones or computers	4	Good	Can be used with a little bit revision
2.	Comic is composed with a well-readable and clear writing	4	Good	Can be used with a little bit revision
3.	In-app ads do not provide meaningful interference when accessing comics in applications and websites directly	4	Good	Can be used with a little bit revision
4.	Apps and websites can be loaded and accessed easily.	4	Good	Can be used with a little bit revision
5.	Applications are harmless or contain negative effects on mobile devices or computers.	5	Very good	Can be used without revision
6.	comic and application can accessed through online or in the network.	5	Very good	Can be used without revision
7.	The app or website will not hack the user's personal account.	4	Good	Can be used with a little bit revision
8.	The application is used as a media in online-based learning.	4	Good	Can be used with a little bit revision
9.	Application or website is easy to use.	4	Good	Can be used with a little bit revision
Total average Score		4.2	Very Good	Can be used without

			revision
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Table 2.3 score of students perception

The result of expert's validation of application in average is very good which means that the Comic could be used without revision.

#### Information

Rosdiana,ST.M.Kom, This comic application is not too heavy, depending on the type and problem of the device used. the app's usage instructions is needed for new users. account security cannot be guaranteed even in any application, because of the problem of account hacking it is caused by the carelessness of its users but this app is a secure application because it is already protected by google play store.

#### 4. The Result of Try-out

##### a. Interview

Question : What do you think about the comic.

Students	Perception
A	This Student has argued that this comic is interesting to learn because it contains examples and explanations that are simple and easy to understand, unlike in books that generally contain many explanations and examples.
B	This student has argued that this comic is interesting to read because the images are very interesting. especially the content is easy for students to understand. but it may be difficult to understand by people who do not understand English because this

	comic has no translation. however this student is grateful that the writer has created this useful comic.
C	This student has argued that this comic has good pictures and it is not boring when read.
D	This student has argued that this comic is very good and useful and this student hopes the writer can continue the production of this comic.

Table 2.4 Students Perscription

#### Conclusion:

After seeing some of the opinions expressed by the students, the writer can draw the conclusion that the comic is worth using because it is well received by the students and has provided ease in learning grammar.

#### b. Question Sheet

No.	Items	Average Score	Description	Follow-up
1.	Comic eligibility for use in learning English.	3.6	Good	Can be used with a little bit revision
2.	Languages spoken in comics	3,7	Good	Can be used with a little bit revision
3.	Image quality of comics (image clarity)	3,7	Good	Can be used with a little bit revision

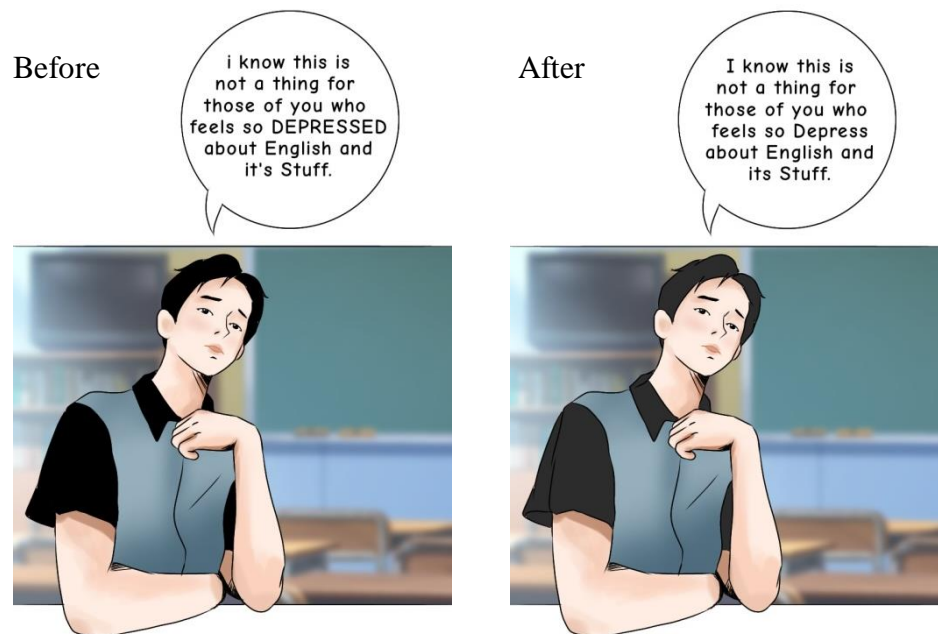
4.	Typeface (Font) used in comics	3,8	Good	Can be used with a little bit revision
5.	Characters and Visual comics (colors, figures, and illustrations)	3,7	Good	Can be used with a little bit revision
6.	Fragility of comic order	3.7	Good	Can be used with a little bit revision
7.	Effectiveness in accessing comics	3,9	Good	Can be used with a little bit revision
8.	Materi Demonstrative dan Superlative Pronouns	3.6	Good	Can be used with a little bit revision
9.	Material Modals	3.6	Good	Can be used with a little bit revision
10.	Gerund Material	3.7	Good	Can be used with a little bit revision
11.	Question Tags	3.6	Good	Can be used with a little bit revision
12.	Convenience in using the Webtoon app	3.6	Good	Can be used with a little bit revision
13.	Easy access to comics online	3.4	Good	Can be used with a little bit revision
Total Score		3,6	Good	Can be used with a little bit revision

Table 2.5 Expert judgment score of Application

The result of Student's validation instrument in average is good which means that the Comic could be used with a little bit revision.

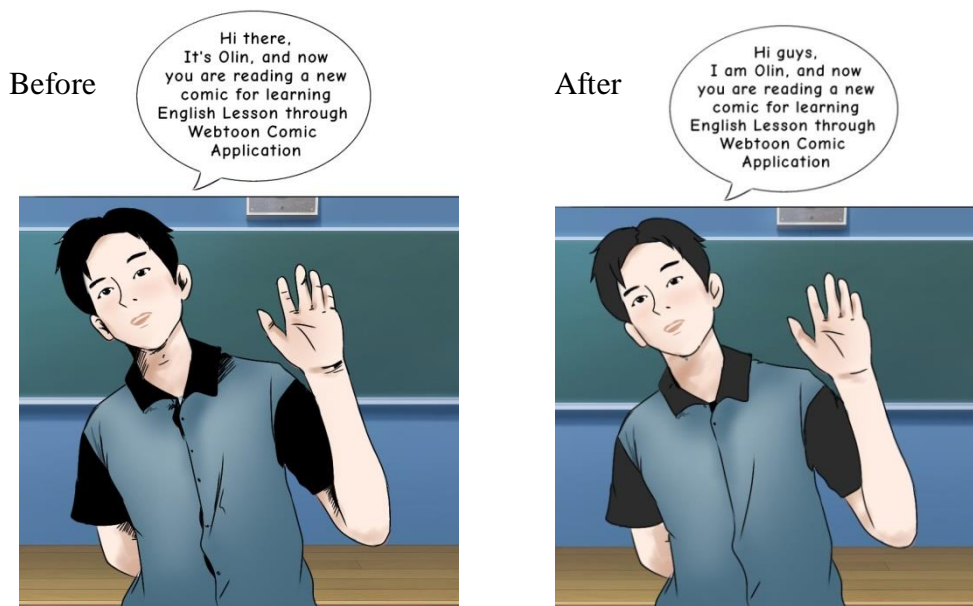
## b. Comic Change

based on the criticism of the assessment team towards the comics here are some changes that occur in the comics.



Picture 2.19 before and after revision

the first image still looks messy in terms of its writing. as in the word "I" is written in lowercase letters that should be uppercase, then there is the word "it's" which should be "its", then there is also a word that does not match the use of uppercase letters, in the word of Depressed. There is no visual context change in this change, as appraisers argue that character, model, elemental mix, is a matter of taste only. the important point is the clarity of the image and the suitability of the scene and the dialogue.



Picture 2.20 before and after revision

furthermore is the problem of consistency in the use of the word pronoun. in the first image shows "it's" , which is inconsistent with the continuation of the next round, which is better replaced with the word "I am, as is normal to be used when getting acquainted with others. There is no visual context change in this change, as appraisers argue that character, model, elemental mix, is a matter of taste only. the important point is the clarity of the image and the suitability of the scene and the dialogue.



Picture 2.21 before and after revision

next there is the problem of laying capital letters that do not fit in the sentence. the word "statement" should be written in all lowercase letters. There is no visual context change in this change, as appraisers argue that character, model, elemental mix, is a matter of taste only. the important point is the clarity of the image and the suitability of the scene and the dialogue.

Next is a fix to the same problem, namely the placement of inappropriate upper and lower case letters, inappropriate language settings, and some grammar errors that have been corrected. As for the other mistakes that go unnoticed by the writer and the assessment team is a human error that will continue to be developed.

## **B. Study Discussion**

In the discussion of this study, the writer is very grateful for all the struggles that the writer has gone through. all of them have had a positive impact on the mentality of the writer so that it can become a more resilient person. there are many things that make this study very memorable. many moments of moments that make the writer sometimes have to fall awake up several times, which sometimes makes the writer often have a desire to give up. but thanks to strong determination and support from mentors and family and relatives, I continued to progress in completing this study. by looking at different points of view, especially from previous research, certainly gives me a new view of the world of research so that my product was born, here will the writer present some basic concepts of previous researchers related. The Webtoon comic as the product of this research was designed using ADDIE model. This model stands for the five stages of the development process, namely Analysis, Design, Development, Implement, and Evaluate. These phases are sequential, each depends

upon the successful completion of the preceding phase. The design phase is the main point of action in this model. The product will be concluded by the model of the design, the development will get the main role of the design.<sup>16</sup>

In the previous research, Mahya Zuhrowati (2018) , The comic as a supporting media to give the illustration of the global warming material so the students can understand the process or the situation when global warming happens. The difference between her product with the writer are Mahya Zuhrowati has used a square form with the story on it while the writer has used the strip form.. The materials of the comic are different too. she used a Science while the writer used English Grammar material. The design and the Final product is different too. Her final product formed book while the writer using an online site or app called Webtoon or Web Comic. Feronika Cici Novisilta (2016). It was focusing to increase the Student's interest in learning Physics, and the Material is the concept of the substance. This comic have used the original character created by herself, just like writer. The difference between her comic with the writer are, she have used black and white style while the writer used colored style, she has used the capital letter while the writer has used sentence case style. The material of the comic is different too.

Hardianti (2017). Hardianti was focusing on making master student's vocabularies, especially in verb and Noun. She was focusing on Doraemon. The difference between hers and the writer are she has used an exist character which is Doraemon, while the writer using an original character. She has used a black and white style while the writer has used colored comic style, the final product is

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<sup>16</sup> Gordon Welty. Formative evaluation in the ADDIE model. Accessed at 02 March 2020 From <https://go.gale.com/ps/anonymous?id=GALE%7CA203191097&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=15525791&p=AONE&sw=w>



different too, she has used a book form, while the writer has used the strip form with online provider. He has used an English material but focused on Vocabulary while the writer focused on Grammar.

Based on the result of need analysis conveyed by the researcher above, there are main components of the designed syllabus would be discussed as follows:

a. Learning Goal

Learning goal of this comic refers to Picture 6 As the result of the learning goal questions, the writer can conclude that students need a fun and comfortable way in learning using the Media in learning especially for the Visual and it refers too with figure 8,9,10 about comfortable way in reading and the result can conclude that they enjoyed the illustration in learning of reading.

b. Student's situation with technology

This is refers to Picture 9,10, and 11. the writer can conclude that the students are comfortable and know about technology well. It refers too with picture 10 that they already have the technology called Smartphone and laptop. So it helps them to use the technology easier in learning.

c. Media in learning

This one refers to figure 8 and 9. As the result, the students like the visual or picture more as the media in learning and they enjoy looking for the Information via the media called internet.

Here is the result from expert revision

1. The Rules in writing should be more concerned, and it was fixed.
2. The Consistency in the use of language should be considered, and it was fixed.
3. The media should be Explain how to use the application so that students are not experiencing confusion when using the app, and it will be explain in the class, also the writer has the using guide for the users.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

#### **A. CONCLUSSION**

The Webtoon Comic that is appropriate with the students with some items 1). The appropriate of the study of this Comic as the content of the webtoon was becoming the supporting media in learning English Grammar and it was suitable with the material that the students were learning about. 2). The students perception of the comic were really supporting and enjoying the comic as one of the supporting medias in learning, 3). The comic contains some materials that are arranged based on the learning syllabus in the 2nd semester. material has been approved by both teaching lecturers. The learning materials contained are Demonstrative and superlative pronouns, Modals, Gerund, and Question Tags. 4). Learning methodology is picture and picture method, 5). this comic are products included in visual media images and technology.

#### **B. IMPLICATION**

The direct impact of this research is the emergence of new works that can be used as supporting media in learning, considering that social media is growing very rapidly in this era, making media like this very suitable to use, so that it brings new nuances in learning in a slightly new and fun way. Have an impact on the progress of innovative and creative research.

#### **C. SUGGESTIONS**

Based on the conclusion above, the writer would like to give suggestions for the next writer as follows :

1. The Writer hopes that the next writer can develop the ideas that the writers created in this study.
2. The Writer hopes the next writer is able to make a better product, both from the square of the material and the visuals presented.
3. I hope the creativity of students can be more inovativ and useful for anyone, in order to provide positive benefits for all circles of society.
4. I hope the shortcomings in this study can be corrected and used as lessons in order to be able to make something better.

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*ATTACHMENT*

## *EXPERT JUDGMENT VALIDATION*



## EXPERT JUDGMENT QUESTIONNAIRE

### FOR DESIGN LANGUAGE AND CONTENT EXPERT

#### A. Pengantar :

Angket ini merupakan instrument penilaian terhadap study yang dibuat oleh penulis. Penulis sangat mengharapkan pasrtisipasi Bapak/Ibu untuk mengisi angket ini sebagai masukan dan penilaian atas produk yang dibuat oleh penulis yaitu WEBTOON Komik. Atas kesediannya, penulis ucapkan Terimakasih.

#### B. Identitas Penilai :

Nama : Nurhajar P.

Pendidikan Terakhir : S2

Expert : Konten/ Isi

#### C. Petunjuk Pengisian

Silahkan isi kolom penilaian dengan memberikan Angka sesuai dengan bobot nilai yang diberikan. Bobot nilai dikelompokkan sebagai berikut :

1 : Sangat tidak Setuju

2 : Tidak Setuju

3 : Ragu-Ragu

4 : Setuju

5 : Sangat Setuju

Diharapkan kepada Bapak/Ibu untuk turut menuliskan beberapa saran perbaikan di tiap item yang perlu di revisi..

**D. Tabel Penilaian****1. Design**

No	Dimensi	Indikator	Item	Skor	Tanngapan
1.	Tampilan	Warna	1. Warna yang digunakan sesuai dengan objek yang semestinya	4	
			2. Perpaduan warna komik sesuai dan nyaman untuk dilihat	4	
		Karakter	3. Karakter yang digunakan sesuai	3	
			4. Karakter yang digunakan dalam komik tidak merepresentasikan toko yang sudah ada	4	
		Susunan	5. Susunan komik sesuai dengan alur materi	5	
			6. Penyusunan komik Rapi dan nyaman dilihat	4	

			7. Element dalam susunan komik sesuai dengan alur materi.	4	
			8. Komik disusun dengan tulisan yang dapat dibaca dengan baik dan jelas	4	
			9. Pemilihan huruf dan ukuran tulisan dapat dibaca dengan baik dan jelas	4	
2.	Model/Bentuk	Originalitas	10. Ilustrasi komik merupakan karya originalitas penulis sendiri	5	
		Variasi	11. Komik yang dibuat mampu memberikan variasi baru dalam belajar menggunakan media handphone pintar	4	

			12. Variasi baru komik yang dibuat dapat membantu siswa belajar dengan hal yang baru dan Menyenangkan	5	
		pengaksesan	13. Komik yang dibuat dapat diakses dengan baik tanpa ada kendala system yang berarti	3	

## 2. Konten / Isi

No	Dimensi	Indikator	Item	Skor	Tanggapan
1	Materi	Sumber	1. Bahan konten atau materi komik berasal dari sumber yang relavan dan terpercaya	5	Konten dari komik ini sesuai dengan kurikulum Intermediate Grammar yang sedang dipelajari oleh mahasiswa Bahasa Inggris semester II.
			2. Komik yang dibuat layak untuk digunakan	4	Komiknya layak dipergunakan dengan catatan beberapa Susunan Bahasa yang dipakai perlu diperbaiki.
		Tujuan	3. Komik yang dibuat sesuai dengan kebutuhan Mahasiswa	5	Komik ini tidak hanya sesuai kebutuhan mahasiswa yang berada di level intermediate atau semester II tetapi juga bias dipergunakan pembelajar Bahasa Inggris pada umumnya.
2.	Output	Unsur	4. Komik yang dibuat sesuai dengan materi Intermediate Grammar yang difokuskan	5	Ya, sudah sesuai dengtan kurikulum.
			5. Komik tidak memuat konten negative berupa sara dan tidak menyinggung Ras,Agama dan Suku.	5	Konten komik ini berisi materi intermediate grammar yang dibuat menarik dalam bnetuk komik.
			6. komik tidak memuat konten yang pronografi.	5	Ya, sudah sesuai kurikulum intermediate grammar.

### 3. Bahasa

No	Dimensi	Indikator	Item	Skor	Tanggapan
1	Komunikasi	Panduan	1. Komik yang dibuat sesuai dengan kaidah bahasa Inggris yang Benar (Memuat pola aturan bahasa)	3	
			2. Komik yang dibuat sesuai dengan perkembangan bahasa Inggris yang ada pada saat ini	4	
			3. Bahasa yang digunakan bahasa yang jelas dibaca dan dipahami	4	

## EXPERT JUDGMENT QUESTIONNAIRE

### FOR DESIGN, LANGUAGE AND CONTENT EXPERT

#### A. Pengantar :

Angket ini merupakan instrument penilaian terhadap study yang dibuat oleh penulis. Penulis sangat mengharapkan pasrtisipasi Bapak/Ibu untuk mengisi angket ini sebagai masukan dan penilaian atas produk yang dibuat oleh penulis yaitu WEBTOON Komik. Atas kesediannya, penulis ucapkan terimakasih.

#### B. Identitas Penilai :

Nama : Devi ismayanti, S.S, M.Hum

Pendidikan Terakhir : Strata II/ S2

Expert : Language

#### C. Petunjuk Pengisian

Silahkan isi kolom penilaian dengan memberikan Angka sesuai dengan bobot nilai yang diberikan. Bobot nilai dikelompokkan sebagai berikut :

1 :Sangat Tidak Setuju

2 :Tidak Setuju

3 : Ragu-ragu

4 :Setuju

5 :Sangat Setuju

Diharapkan kepada Bapak/ Ibu untuk turut menuliskan beberapa saran perbaikandi tiap item yang perlu direvisi..

**E. Tabel Penilaian**  
**1. Design**

No	Dimensi	Indikator	Item	Skor	Tanngapan
1.	Tampilan	Warna	14. Warna yang digunakan sesuai dengan objek yang semestinya	5	
			15. Perpaduan warna komik sesuai dan nyaman untuk dilihat	5	
		Karakter	16. Karakter yang digunakan sesuai	4	
			17. Karakter yang digunakan dalam komik tidak merepresentasikan toko yang sudah ada	4	
		Susunan	18. Susunan komik sesuai dengan alur materi	4	
			19. Penyusunan komik Rapi dan nyaman dilihat	5	



			20. Element dalam susunan komik sesuai dengan alur materi.	4	
			21. Komik disusun dengan tulisan yang dapat dibaca dengan baik dan jelas	5	
			22. Pemilihan huruf dan ukuran tulisan dapat dibaca dengan baik dan jelas	5	
2.	Model/Bentuk	Originalitas	23. Ilustrasi komik merupakan karya originalitas penulis sendiri	5	
		Variasi	24. Komik yang dibuat mampu memberikan variasi baru dalam belajar menggunakan media handphone pintar	4	

			25. Variasi baru komik yang dibuat dapat membantu siswa belajar dengan hal yang baru dan menyenangkan	4	
		pengaksesan	26. Komik yang dibuat dapat diakses dengan baik tanpa ada kendala system yang berarti	4	

## 2. Konten / Isi

No	Dimensi	Indikator	Item	Skor	Tanggapan
1	Materi	Sumber	5. Bahan konten atau materi komik berasal dari sumber yang relavan dan terpercaya	4	
			6. Komik yang dibuat layak untuk digunakan	5	
		Tujuan	7. Komik yang dibuat sesuai dengan kebutuhan Mahasiswa	4	
2.	Output	Unsur	8. Komik yang dibuat sesuai dengan materi Reading yang difokuskan	4	
			7. Komik tidak memuat konten negative berupa sara dan tidak menyinggung Ras, Agama dan Suku.	5	
			8. Komik tidak memuat konten yang pronografi.	5	

### 3. Bahasa

No	Dimensi	Indikator	Item	Skor	Tanggapan
1	Komunikasi	Panduan	4. Komik yang dibuat sesuai dengan kaidah bahasa Inggris yang Benar (Memuat pola aturan bahasa)	4	<p>1. Struktur tulisan yang ada pada Comic Webtoon ini secara umum sudah sesuai dengan standar kaidah penulisan bahasa Inggris yang benar, baik pada Prologue, pembukaan, contoh-contoh kalimat, dan penutup pada setiap Chapter (SVO Pattern).</p> <p>2. Terdapat sedikit kekurangan (dalam teori terjemahan) penulisan yang ada pada kalimat Greeting di Chapter 2 dalam Comic Webtoon tersebut. Sebagai contoh: Assalamualaikum guys, welcome back <u>again</u> with me. Kata again pada kalimat tersebut dalam teori terjemahan sekilas memang tidak ada masalah, namun “rasa” dari struktur kalimat tersebut bisa dikatakan “terlalu Indonesia” (kata again lebih baik ditempatkan di akhir kalimat).</p>

					<p>Begitupun pada kata Delay dalam kalimat: Without further <u>delay</u> (delay dalam bahasa Indonesia artinya menunda, biasa dipakai untuk waktu/ jadwal sedangkan dalam konteks kalimat di atas Without further delay dapat diartikan “tanpa basa-basi” sehingga Delay bisa kita ganti dengan kata Ado—without firhetr ado (jangan menerjemahkan bahasa secara harfiah saja, konteks juga perlu diperhatikan).</p> <p>3. Penggunaan huruf besar juga perlu diperhatikan (kata keep di bagian penutup ( <u>keep</u> it up) setelah tanda titik, harus diawali dengan huruf besar). Penggunaan huruf besar pada kata and dalam kalimat: Alright, <u>And</u> now this is not...tidak sesuai dengan kaidah penulisan yang benar. Begitupun kata Fly dan These dalam kalimat: I like Butterfly when they <u>Fly</u> togheter, and <u>These</u> are so beautiful, dan kata Deeply</p>
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					<p>dalam kalimat: I'm <u>Deeply</u> sorry... pada Chapter terakhir yang memakai huruf besar adalah bentuk penulisan yang keliru (masih banyak kata-kata lain pada contoh kalimat).</p> <p>4. Penggunaan tanda baca pada Chapter 2 di Note: Don't copy his attitude. Love Your Stuff, and be more grateful. Bisa dirubah dengan memberikan tanda seru untuk <i>Imperative Sentence</i>: Don't copy his attitude! Love your stuff, and be more Grateful.</p>
			<p>5. Komik yang dibuat sesuai dengan perkembangan bahasa Inggris yang ada pada saat ini</p>	4	<p>1. Menurut saya pemilihan bahasa pada Comic Webtoon ini adalah inggris Amerika semi formal. Bahasa yang digunakan bukan jenis <i>Slang</i> Amerika tapi tetap memakai sedikit bahasa "gaul" yang dipadukan dengan gaya formal. Melihat dari tujuan pembuatan Comic ini adalah untuk pembelajaran bahasa Inggris dengan target pelajar/ mahasiswa, saya rasa sudah tepat penulis memakai</p>

					<p>model bahasa tersebut.</p> <p>2. Bahasa sapaan untuk pembaca Comic Webtoon telah mengikuti perkembangan bahasa Inggris Amerika untuk standar bahasa media (jurnalisme atau media sosial). kata “<i>Guys</i>” umum digunakan pada bahasa media di era sekarang oleh generasi Milenial untuk mengikat hubungan antara penulis dan pembaca, artis dan penggemar, atau selebgram dan pengikutnya.</p> <p>3. Saya sangat menyukai bahasa tematik dalam Comic Webtoon ini. Walaupun penulis menggunakan bahasa Inggris namun, ada beberapa kata dalam kalimat di setiap Chapter yang bertema Islami sesuai dengan kearifan lokal masyarakat Indonesia.</p>
			6. Bahasa yang digunakan bahasa yang jelas dibaca dan dipahami	4	<p>1. Bahasa yang digunakan oleh penulis sudah cukup jelas untuk dibaca dan dimengerti. Namun, ada beberapa kata (pronoun) pada bagian Prologue yang</p>

					<p>tidak konsisten, seperti pada <i>Greeting/</i> Introduction: Hi there, <u>It's</u> Olin...dilanjutkan dengan tuturan berikutnya: <u>I</u> know this is not a thing...,jadi subjeknya It atau I? Jika anda memakai It pada bagian perkenalan maka karakter Olin seolah-olah bukan karakter yang mandiri, ada orang ketiga yang memperkenalkan Olin, contoh: Hi it's my friend, saya memperkenalkan teman saya, bukan teman saya yang memperkenalkan dirinya. Berbeda kalau saya langsung memakai subjek I, contoh: Hi there, I'm Olin (Olin memperkenalkan dirinya secara mandiri) sebagai karakter utama dalam cerita.</p> <p>2. Selanjutnya adalah konsistensi pada prologue untuk sapaan bagi Reader, contoh: Hi there, bisa langsung diganti dengan Hi Guys, atau sapaan yang anti mainstream lainnya seperti Felas</p>
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					<p>(bahasa Brand atau Identity)</p> <p>3. Penggunaan diksi pada kata Chapter di judul bagian atas sudah tepat untuk sebuah komik, tetapi penggunaan kata Episode di bagian penutup sangat tidak sesuai karena Episode umum dipakai pada video/film.</p> <p>4. Penggunaan diksi/ pilihan kata yang saya temui hampir di setiap penutup (pada akhir Chapter) juga perlu diperhatikan. Contoh: Thank you for reading guys, I hope it helps you in learning. Keep it up <u>until</u> you can master your English. Pemilihan kata until lebih cocok diganti dengan kata till (silahkan cari apa bedanya) agar terkesan tidak terlalu kaku dan sesuai konteks.</p>
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EXPERT JUDGMENT QUESTIONNAIRE  
FOR DESIGN, LANGUAGE AND CONTENT EXPERT

A. Pengantar :

Angket ini merupakan instrument penilaian terhadap study yang dibuat oleh penulis. Penulis sangat mengharapkan pasrtisipasi Bapak/Ibu untuk mengisi angket ini sebagai masukan dan penilaian atas produk yang dibuat oleh penulis yaitu WEBTOON Komik. Atas kesediannya, penulis ucapkan Terimakasih.

B. Identitas Penilai :

Nama : Amiruddin Akbar Fisu

Pendidikan Terakhir : S2

Expert : Design

C. Petunjuk Pengisian

Silahkan isi kolom penilaian dengan memberikan Angka sesuai dengan bobot nilai yang diberikan. Bobot nilai dikelompokkan sebagai berikut :

1 : Sangat tidak Setuju

2 : Tidak Setuju

3 : Ragu-Ragu

4 : Setuju

5 : Sangat Setuju

Diharapkan kepada Bapak/Ibu untuk turut menuliskan beberapa saran perbaikan di tiap item yang perlu di revisi..

No	Dimensi	Indikator	Item	Skor	Tanngapan
1.	Tampilan	Warna	27. Warna yang digunakan sesuai dengan objek yang semestinya	5	
			28. Perpaduan warna komik sesuai dan nyaman untuk dilihat	4	Hanya masalah seleras sj untuk kombinasinya
		Karakter	29. Karakter yang digunakan sesuai	4	
			30. Karakter yang digunakan dalam komik tidak merepresentasikan toko yang sudah ada	2	
		Susunan	31. Susunan komik sesuai dengan alur materi	3	
			32. Penyusunan komik Rapi dan nyaman dilihat	4	

			33. Element dalam susunan komik sesuai dengan alur materi.	4	
			34. Komik disusun dengan tulisan yang dapat dibaca dengan baik dan jelas	5	
			35. Pemilihan huruf dan ukuran tulisan dapat dibaca dengan baik dan jelas	5	
2.	Model/Bentuk	Originalitas	36. Ilustrasi komik merupakan karya originalitas penulis sendiri	4	Terus terang sy tidak tahu menilai orisinalitas komik
		Variasi	37. Komik yang dibuat mampu memberikan variasi baru dalam belajar menggunakan media handphone pintar	5	

			38. Variasi baru komik yang dibuat dapat membantu siswa belajar dengan hal yang baru dan Menyenangkan	4	
		pengaksesan	39. Komik yang dibuat dapat diakses dengan baik tanpa ada kendala system yang berarti	5	

EXPERT JUDGMENT QUESTIONNAIRE  
FOR DESIGN, LANGUAGE AND CONTENT EXPERT

D. Pengantar :

Angket ini merupakan instrument penilaian terhadap study yang dibuat oleh penulis. Penulis sangat mengharapkan pasrtisipasi Bapak/Ibu untuk mengisi angket ini sebagai masukan dan penilaian atas produk yang dibuat oleh penulis yaitu WEBTOON Komik. Atas kesediannya, penulis ucapkan Terima kasih.

E. Identitas Penilai :

Nama : Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd

PendidikanTerakhir : Strata 2

Expert : Structure and Grammar

F. Petunjuk Pengisian

Silahkan isi kolom penilaian dengan memberikan Angka sesuai dengan bobot nilai yang diberikan. Bobot nilai dikelompokkan sebagai berikut :

1. Sangat tidak setuju
2. Tidak setuju
3. Ragu-Ragu
4. Setuju
5. Sangat setuju

Diharapkan kepada Bapak/Ibu untuk turut menuliskan beberapa saran perbaikan di tiap item yang perlu di revisi.

No	Dimensi	Indikator	Item	Skor	Tanngapan
1.	Tampilan	Warna	40. Warna yang digunakan sesuai dengan objek yang semestinya	4	Penggunaan warna sudah sesuai dengan isi komik
			41. Perpaduan warna komik sesuai dan nyaman untuk dilihat	4	Perpaduan warna memadai sehingga pembaca nyaman untuk membacanya
		Karakter	42. Karakter yang digunakan sesuai	4	Karakter dalam komik sesuai dengan isi komik
			43. Karakter yang digunakan dalam komik tidak merepresentasikan toko yang sudah ada	4	Karakter dalam komik adalah tokoh yang belum pernah ada dalam komik-komik lainnya
		Susunan	44. Susunan komik sesuai dengan alur materi	4	Alur komik sudah sesuai dengan materi
			45. Penyusunan komik Rapi dan nyaman dilihat	4	Susunan komik rapid dan enak dipandang oleh mata

			46. Element dalam susunan komik sesuai dengan alur materi	4	Good
			47. Komik disusun dengan tulisan yang dapat dibaca dengan baik dan jelas	4	Susunan komik dapat dibaca dengan baik dan jelas
			48. Pemilihan huruf dan ukuran tulisan dapat dibaca dengan baik dan jelas	4	Pemilihan huruf sudah tepat hanya ada beberapa bagian yang perlu mendapat sedikit perbaikan seperti pada kata I harus menggunakan huruf capital. Selain itu pada bagian kata kerja ada beberapa yang menggunakan huruf kapital dan semestinya harus menggunakan huruf biasa
2.	Model/Bentuk	Originalitas	49. Ilustrasi komik merupakan karya originalitas penulis sendiri	4	Good
		Variasi	50. Komik yang dibuat mampu memberikan variasi baru dalam	4	Good



			belajar menggunakan media handphone pintar		
			51. Variasi baru komik yang dibuat dapat membantu siswa belajar dengan hal yang baru dan menyenangkan	4	Good
		pengaksesan	52. Komik yang dibuat dapat diakses dengan baik tanpa ada kendala system yang berarti	4	Good

## 2. Konten / Isi

No	Dimensi	Indikator	Item	Skor	Tanggapan
1	Materi	Sumber	9. Bahan konten atau materi komik berasal dari sumber yang relavan dan terpercaya	4	Good
			10. Komik yang dibuat layak untuk digunakan		Good
		Tujuan	11. Komik yang dibuat sesuai dengan kebutuhan Mahasiswa	4	
2.	Output	Unsur	12. Komik yang dibuat sesuai dengan materi Intermediate Grammar yang difokuskan	4	Kesesuaian materi sudah tepat
			9. Komik tidak memuat konten negative berupa sara dan tidak menyinggung Ras,Agama dan Suku.	4	Good
			10. komik tidak memuat konten yang pronografi.	4	Good

### 3. Bahasa

No	Dimensi	Indikator	Item	Skor	Tanggapan
1	Komunikasi	Panduan	1. Komik yang dibuat sesuai dengan kaidah bahasa Inggris yang Benar (Memuat pola aturan bahasa)	4	Good
			2. Komik yang dibuat sesuai dengan perkembangan bahasa Inggris yang ada pada saat ini	4	Good
			3. Bahasa yang digunakan bahasa yang jelas dibaca dan dipahami	4	Correct

## EXPERT JUDGMENT QUESTIONNAIRE

### FOR DESIGN, LANGUAGE AND CONTENT EXPERT

#### A. Pengantar :

Angket ini merupakan instrument penilaian terhadap study yang dibuat oleh penulis. Penulis sangat mengharapkan pasrtisipasi Bapak/Ibu untuk mengisi angket ini sebagai masukan dan penilaian atas produk yang dibuat oleh penulis yaitu WEBTOON Komik. Atas kesediannya, penulis ucapkan terimakasih.

#### B. Identitas Penilai

Nama : Rosdiana, ST.M.Kom

Pendidikan Terakhir : Magister komputer

Expert : Application Judgment

#### C. Petunjuk Pengisian

Silahkan isi kolom penilaian dengan memberikan Angka sesuai dengan bobot nilai yang diberikan. Bobot nilai dikelompokkan sebagai berikut :

1 : Sangat Tidak Setuju

2 : Tidak Setuju

3 : Ragu-ragu

4 : Setuju

5 : Sangat Setuju

Diharapkan kepada Bapak/Ibu untuk turut menuliskan beberapa saran perbaikan jika memang diperlukan.

TABEL PENELITIAN

No	Item/pertanyaan	Score	Keterangan / tanggapan
1.	Penyusunan komik Rapi dan nyaman dilihat baik dari sudut pandang Smartphone ataupun Komputer	4	lumayan
2.	Komik disusun dengan tulisan yang dapat dibaca dengan baik dan jelas	4	Sudah jelas
3.	Komik yang dibuat dapat diakses dengan baik tanpa ada kendala system yang berarti.	3	Komik ini tdk terlalu berat tapi jika system yg digunakan tidak dipahami oleh user aka bisa saja itu jd kendala
4.	Advertisement atau iklan dalam aplikasi tidak memberikan gangguan yang berarti pada saat mengakses komik dalam aplikasi maupun website langsung	4	sedikit
5.	Aplikasi dan website dapat dimuat dan diakses dengan mudah.	4	Perlu diberi penjelasan di halaman utama mekanisme penggunaan atau bagaimana memulai/ menggunakan webtoon ini
6.	Aplikasi tidak berbahaya ataupun mengandung efek negative terhadap perangkat mobile ataupun komputer.	5	Tidak berpengaruh
7.	Kekurangan dari komik dan aplikasi ini adalah perlunya diakses melalui dalam jaringan (daring) atau online, apakah menurut anda itu kendala yang sangat berarti?	5	Namanya juga webtoon,jika tanpa jaringan,maka namanya hanya komik saja
8.	Aplikasi memerlukan identitas pengguna seperti E-mail, Facebook ataupun akun Line untuk dapat mengakses layanan lebih dalam aplikasi, menurut anda apakah hal tersebut berbahaya bagi privasi pengguna?	4	Setiap akun bisa saja diretas walau tanpa melalui webtoon ini
9.	Aplikasi dijadikan media dalam pembelajaran berbasis online, menurut anda apakah ini hal yang positif di jaman sekarang?	4	Sejauh ini iya, namun alangkah baiknya karakter yg ditampilkan oleh tokoh komik lebih kelihatan seorang pemuda muslim
10.	Aplikasi ataupun website mudah untuk digunakan.	4	Ini relatif krn kurang petunjuk di awal bagaimana menggunakan webtoon ini untuk pembelajaran